

School Wellness Policy

Keeping It Going

*Connecticut State Department of Education
Bureau of Health and Nutrition Services
and Child/Family/School Partnerships*



March 2006



USDA School Wellness Policy (PL 108-265, June 2004)

The Child Nutrition and WIC
Reauthorization Act of 2004

Section 204 – Local Wellness Policy

“Not later than the first day of the school year beginning after June 30, 2006, each local educational agency ... shall establish a local school wellness policy.”

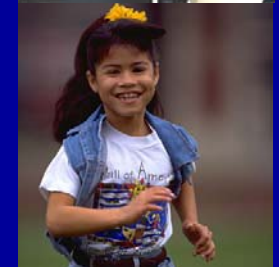
http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf



Local Wellness Policy

Purpose

To have districts develop their own policy focusing on encouraging healthy and balanced lifestyles for students



USDA School Wellness Policy (PL 108-265, June 2004)

- Applies to all schools participating in USDA Child Nutrition Programs
- In place for 2006-2007 school year
- Goals for nutrition education, physical activity and other school-based activities to promote student wellness
- Nutrition guidelines for school foods
- Evaluation plan to measure policy implementation

<http://teamnutrition.usda.gov/Healthy/wellnesspolicy.html>



USDA School Wellness Policy (PL 108-265, June 2004)

Policy Development Team

1. Parents*
2. Students*
3. School food service*
4. School board*
5. School administrators*
6. Members of the public*
7. School nurse
8. Physical education coordinator/teacher
9. Health education coordinator/teacher

*Team members required by USDA



SDE Workshops to Support Policy Development and Implementation

- *School Wellness Policy Getting Started* (November 2005 to January 2006)
- *School Wellness Policy Keeping It Going*

www.state.ct.us/sde/deps/nutrition/index.htm#Conferences



Steps for Creating Local Policy

Getting Started

1. Identify policy development team
2. Identify local policy development process
3. Conduct local assessment process
4. Prioritize needs and develop an action plan

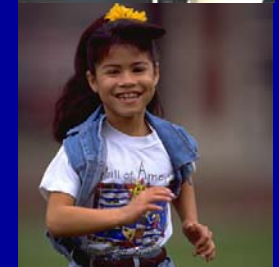
Keeping It Going

5. Draft policy language
6. Build awareness and support
7. Adopt and implement the policy
8. Maintain, measure and evaluate

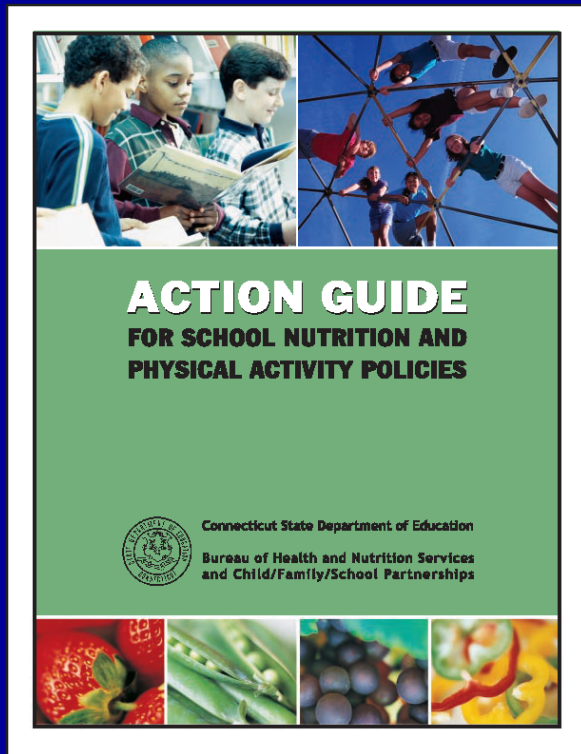


Required Components of School Wellness Policy

1. Nutrition Education and Promotion
2. Physical Activity and Physical Education
3. Nutrition Standards for Foods at School (School Meals and Other Foods and Beverages)
4. Other School-Based Wellness Activities
5. Communication and Promotion
6. Measurement and Evaluation



Action Guide for School Nutrition and Physical Activity Policies



Adopted January 11, 2006
State Board of Education

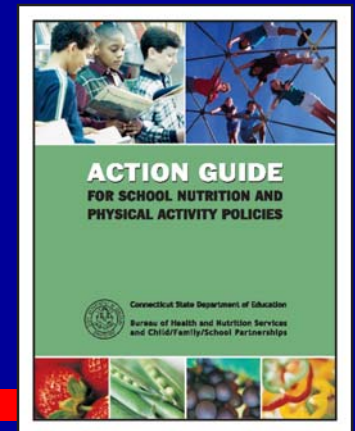
Purpose

Encourage healthy lifestyles in students by promoting the development and implementation of comprehensive nutrition and physical activity policies by local boards of education

www.state.ct.us/sde/deps/Student/NutritionEd/index.htm

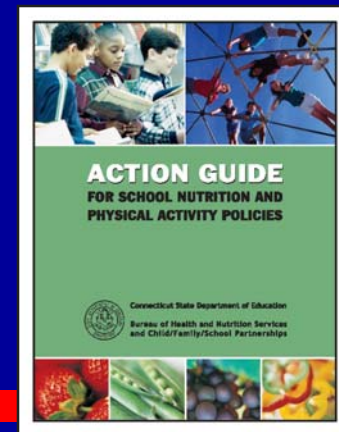
Action Guide for School Nutrition and Physical Activity Policies

- Provides comprehensive guidance on **developing, implementing, promoting and evaluating** local nutrition and physical activity policies
- Promotes school practices that consistently **support student health and learning**



Establishing and implementing policies and practices that

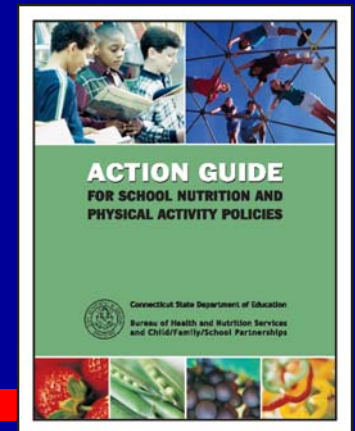
- promote **students' improved nutrition and increased physical activity**
- encourage **families to support and participate** in programs and initiatives that are intended to improve their children's health
- encourage schools to **collaborate with community organizations** to provide consistent health messages and to support school-based activities that promote healthy eating and physical activity



Action Guide for School Nutrition and Physical Activity Policies

Based on

- Current science and public health research
- National guidelines and models
- USDA School Wellness Policy Requirements
- Existing practices from exemplary states and school districts
- State Department of Education's School Nutrition Policies Pilot



School Nutrition Policies Pilot

- **USDA Team Nutrition** grant to SDE
- **Goal:** Develop best practice models to help districts develop local policies and action plans for implementing healthy eating and physical activity practices in schools
- **Timeframe:** January 2004 to June 2005
- **10 Districts**

Farmington Public Schools
Franklin Elementary School
Killingly Public Schools
Milford Public Schools
Norwalk Public Schools

Putnam Public Schools
Regional School District #10
Ridgefield Public Schools
Salem Public School
Windham Public Schools

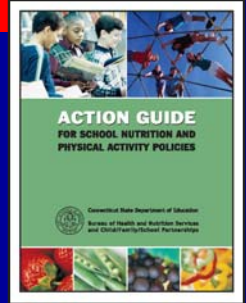
Section 9 of Action Guide page 157



Action Guide Review Committee

- Action for Healthy Kids
- American Cancer Society
- American Diabetes Association
- American Heart Association
- Association of School Nurses of Connecticut
- Commission on Children
- Connecticut Association of Directors of Health
- Connecticut Association of Family and Consumer Sciences
- Connecticut Association of Health, Physical Education, Recreation and Dance
- Connecticut Association of Schools
- Connecticut Association of Boards of Education
- Connecticut Association of Public School Superintendents
- Hezekiah Beardsley Connecticut Chapter of the American Academy of Pediatrics
- Connecticut Dietetic Association
- Connecticut Parent Teacher Association
- Department of Public Health
- End Hunger Connecticut
- Environment and Human Health, Inc.
- School Nutrition Association of Connecticut
- State Board of Education
- State Student Advisory Council on Education

Action Guide Contents

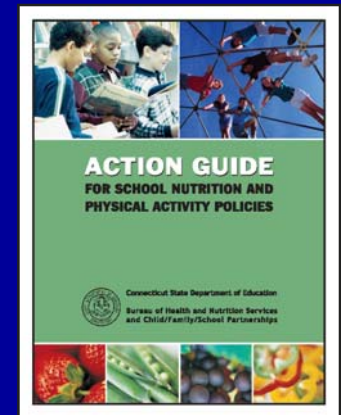


Policy Components

- Section 1 – Overview
- Section 2 – Steps for Creating Local Policy
- Section 3 – Nutrition Education and Promotion
- Section 4 – Physical Education and Physical Activity
- Section 5 – Nutrition Standards for School Foods and Beverages
- Section 6 – Other School-Based Activities to Promote Student Wellness
- Section 7 – Communication and Promotion
- Section 8 – Measurement and Evaluation
- Section 9 – School Nutrition Policies Pilots

How to Use the *Action Guide*

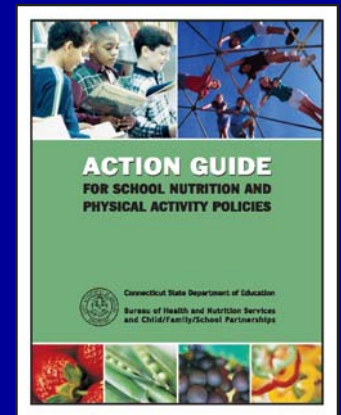
- Start with sections 1 and 2
 - ✓ Section 1 – *Overview*
 - ✓ Section 2 – *Steps for Creating Local Policy*



How to Use the *Action Guide*

■ Section 1 – *Overview*

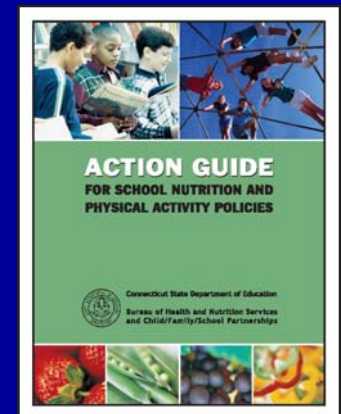
- ✓ Background information (page 2)
- ✓ Rationale for policy development (page 4)
- ✓ Addressing local concerns (page 6)
- ✓ How to use the *Action Guide* (page 7)
- ✓ Policy components (page 8)
- ✓ Policy definitions (page 9)
- ✓ Acronyms (page 13)



How to Use the *Action Guide*

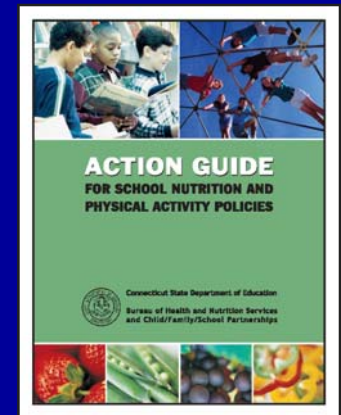
- Section 2 – *Steps for Creating Local Policy*
 1. Identify policy development team
 2. Identify local policy development process
 3. Conduct local assessment process
 4. Prioritize needs and develop an action plan
 5. Draft policy language
 6. Build awareness and support
 7. Adopt and implement the policy
 8. Maintain, measure and evaluate

Action Guide pages 17-33



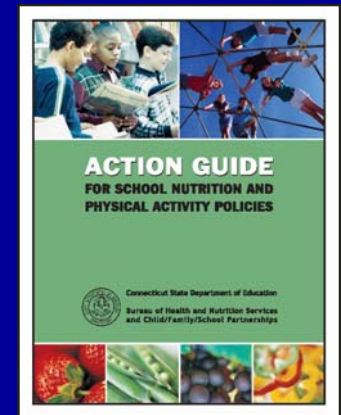
How to Use the *Action Guide*

- Sections 3 through 6 –
Policy Components
 1. Nutrition Education and Promotion
 2. Physical Activity and Physical Education
 3. Nutrition Standards for Foods at School
 4. Other School-Based Activities to Promote Student Wellness
 5. Communication and Promotion
 6. Measurement and Evaluation



How to Use the *Action Guide*

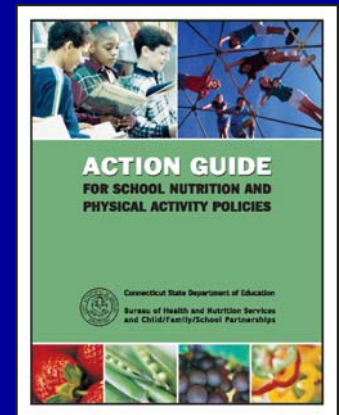
- Sections 3 through 6 –
Policy Components
 - ✓ Start with any of the six policy component sections that **reflect district priorities** based on local needs and existing policies and practices



How to Use the *Action Guide*

Each policy component section contains

- Goal
- Rationale
- Policy Recommendations
- Implementation Guidance
- References
- Resources

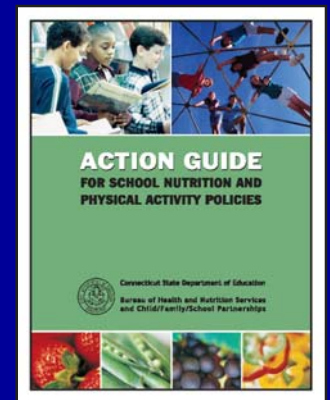


Policy Component

Nutrition Education and Promotion

Goal

School districts will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. Districts will provide an environment that encourages and supports healthy eating by students.



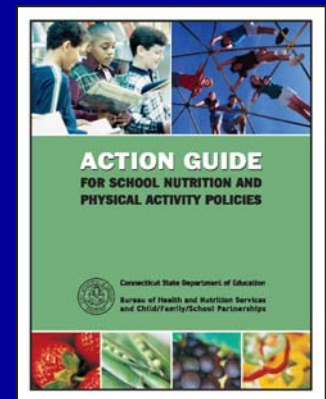
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Policy Component

Nutrition Education and Promotion

Rationale

Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received. Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.



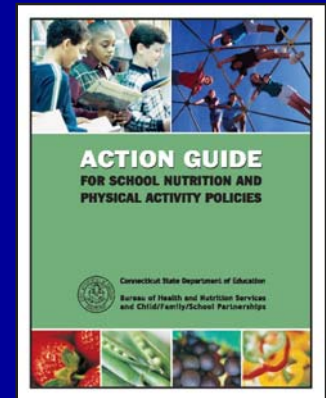
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Policy Component

Nutrition Education and Promotion

Policy Recommendations

- Standards-Based, Sequential Nutrition Education
- Connecting with Existing Curriculums
- Education Links with School
- Professional Development for Teachers
- Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum
- Educational Reinforcement
- Nutrition Promotion
- Staff Awareness
- Staff Members as Role Models



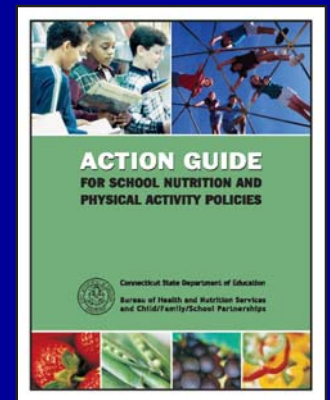
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Policy Component

Nutrition Education and Promotion

Standards-Based, Sequential Nutrition Education

Nutrition education shall be based on current science, research and national guidelines. Nutrition education shall be standards-based, using national or state-developed standards, such as the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.



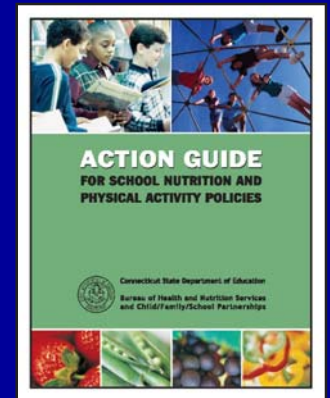
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Policy Component

Nutrition Education and Promotion

Implementation Guidance for Standards-Based, Sequential Nutrition Education

- Curriculum Development
- Content Areas
- Nutrition Themes
- Nutrition Education Strategies
- Developmentally Appropriate
and Culturally Relevant
Activities



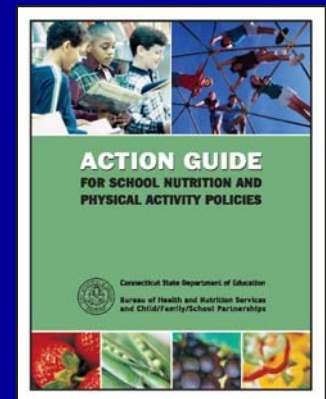
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Policy Component

Nutrition Education and Promotion

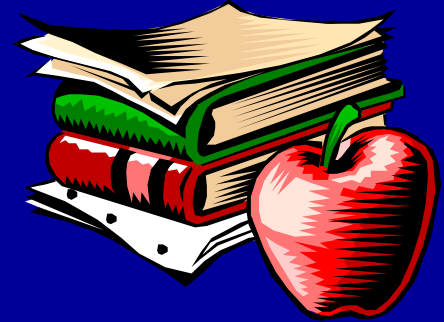
Resources

- Dietary Guidelines
- Curriculum Development
- Nutrition Education
- Nutrition Lessons and Programs
- Games and Activities
- Interactive Nutrition and Physical Activity Websites for Children
- Healthy Eating Calculators
- Education Links with School
- Food Safety Education for Children
- Connecting with Existing Curriculum
- Handouts for Children, Parents and School Staff Members
- Nutrition Promotion



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Check Online for Updated Resources



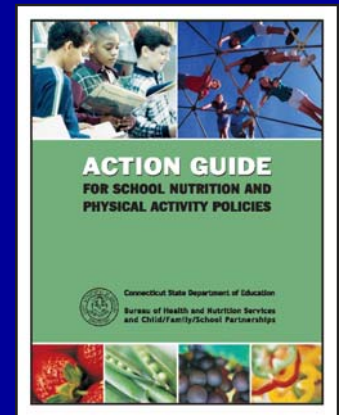
- Healthy School Nutrition Environment Resource List
- List of Nutrition-Related Websites

Connecticut State Department of Education

www.state.ct.us/sde/deps/Student/NutritionEd/index.htm

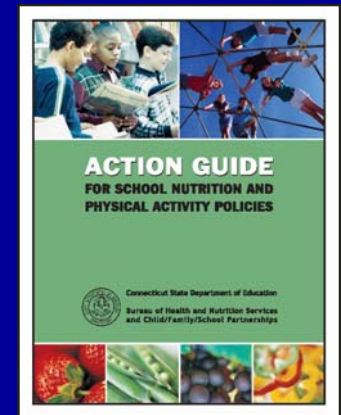
How to Use the *Action Guide*

- Section 9 – *School Nutrition Policies Pilots*
 - ✓ Learn about the “how-to” of policy development and recommendations for success
 - ✓ Identify additional strategies and resources



How to Use the *Action Guide*

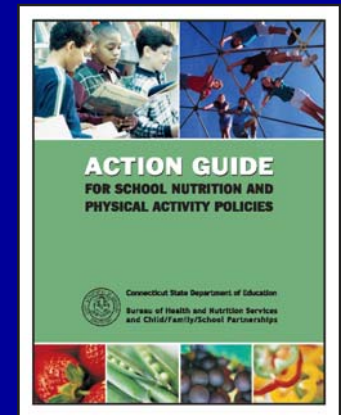
- Section 9 – *School Nutrition Policies Pilots*
 - ✓ Summarizes results of the School Nutrition Policies Pilot
 - ✓ Contains policies developed by the pilot districts
 - ✓ Shares strategies and recommendations



How to Use the *Action Guide*

■ Section 9 – *School Nutrition Policies Pilots*

- ✓ Steps for policy development
- ✓ Challenges and successes
- ✓ Critical resources
- ✓ Activities conducted
- ✓ Strategies for policy development, implementation, promotion and evaluation
- ✓ Recommendations for success



Steps for Creating Local Policy

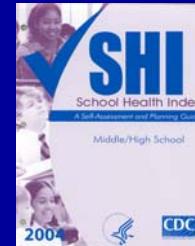
Step 4: Prioritize Needs and Develop an Action Plan

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Step 4: Develop Action Plan

- Prioritize areas for change based on previous needs assessment and local importance
- Develop an Action Plan
 - ✓ School Health Index
<http://apps.nccd.cdc.gov/shi/>
- Refer to the *School Health Improvement Plan* (School Health Index)



School Health Improvement Plan

1. In the first column: list, in priority order, the Actions that the *School Health Index* team has agreed to implement.
2. In the second column: List the specific Steps that need to be taken to implement each Action.
3. In the third column: List the people who will be responsible for each Step, when the work will begin, and when it will finish.

Actions	Steps	By Whom and When
1. Establish new policy to set nutrition standards for foods at school.	a. Contact other schools and experts to identify model policies.	Sally H. 10/2
	b. Conduct taste tests for healthy alternatives that students like.	Mildred P. 10/23
	c. Meet with principal to get support.	Sally H. 10/25
	d. Develop draft policy.	Henry T. 11/2
	e. Get feedback from teachers, parents, students, administrators, and community members.	Sally H. 11/15
	f. Develop slide show about policy to staff, students, parents and district.	Mildred P. 11/26
	g. Schedule and deliver presentations to staff, students and parents.	Henry T. 12/2

School Health Index <http://apps.nccd.cdc.gov/shi/>

Steps for Creating Local Policy

Step 5: Draft policy language



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Step 5: Draft policy language

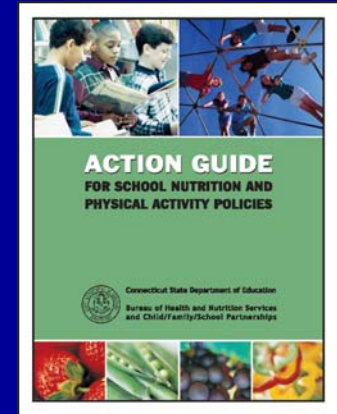
Policies should address the six policy components

1. Nutrition Education and Promotion
2. Physical Activity and Physical Education
3. Nutrition Standards for Foods at School (School Meals and Other Foods and Beverages)
4. Other School-Based Wellness Activities
5. Communication and Promotion
6. Measurement and Evaluation



Action Guide's Policy Language

- Recommendations not requirements
- Represents recommended **best practice** for developing school nutrition and physical activity policies
- Can be **used as written or revised as needed** to meet local needs and reflect community priorities



Tips for Policy Language

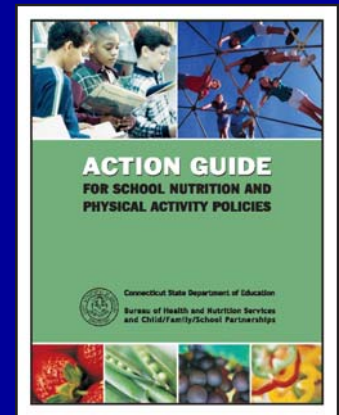
1. Follow established, science based health guidelines
2. Be consistent
3. Be concise
4. Be realistic
5. Provide options
6. Provide practical guidance
7. Address financial impact
8. Plan for evaluation
9. Keep decision makers informed



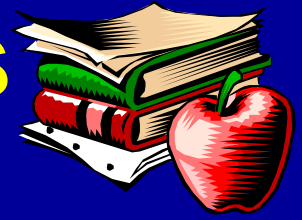
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Draft policy language using

- Results of local needs assessment
 - ✓ Customize to local needs
- Recommended policy language (Action Guide)
- Other policy language resources



Policy Language Resources



Fit, Healthy and Ready to Learn (NASBE):

www.nasbe.org/healthyschools/fithealthy.html

Team Nutrition:

www.fns.usda.gov/tn/Healthy/wellnesspolicy.html

School Nutrition Association:

www.schoolnutrition.org/

National Alliance for Nutrition and Activity:

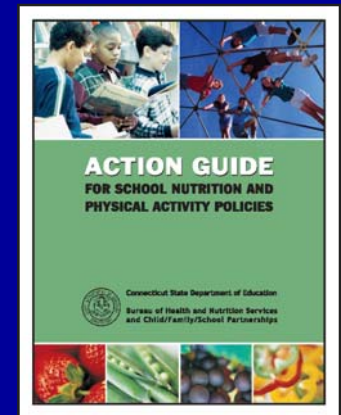
www.schoolwellnesspolicies.org/

Action for Healthy Kids:

www.actionforhealthykids.org/resources_wp.php

As you draft policy language remember to consider

- Team effort (not individual)
- Communication and promotion
- Evaluation



Activity 1 *Policy Language*



1. Designate team recorder
2. As a team, select **one** policy component
3. Review and discuss the **policy recommendations** for the selected component
4. **Prioritize** each recommendation based on district needs (local assessment data)
 - Importance – to district
 - Cost
 - Time
 - Commitment – support of school community
 - Feasibility – how easy or difficult

Activity 1 *Policy Language*



Group Sharing

- What did your team learn about the policy component?
- What will your team need to do to finalize policy language for this component?



Steps for Creating Local Policy

Step 6:

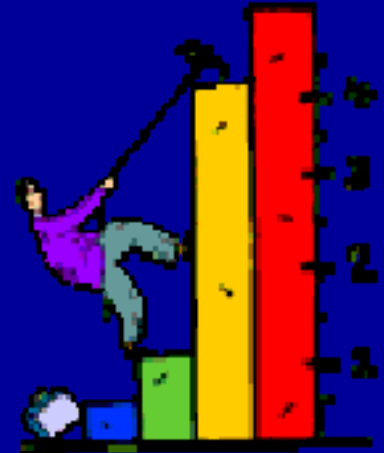
Build awareness
and support

Section 7 Communication and Promotion
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Build Awareness and Support

- Gather **input** from the school and community
- Use local **media** to spread awareness of the district's needs and proposed policies
- Enlist **community leaders** to speak out in favor of the proposed solutions
- Be **prepared** for challenges that may arise
- **Learn** from others' successes
 - ✓ Section 9 School Nutrition Policies Pilots (page 157)
 - ✓ Success Stories Resources (page 41)



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Activity 2 *Building Awareness and Support*

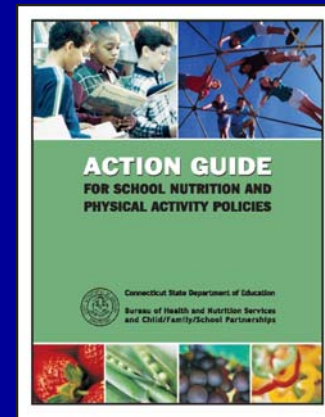


1. Designate team recorder
2. Identify **two strategies** your team can use to engage each of the following groups
 - school staff
 - students
 - families
 - community
3. Share strategies with entire group

Action Guide Sections with Resources on *Building Awareness and Support*

Section 3 Nutrition Education and Promotion

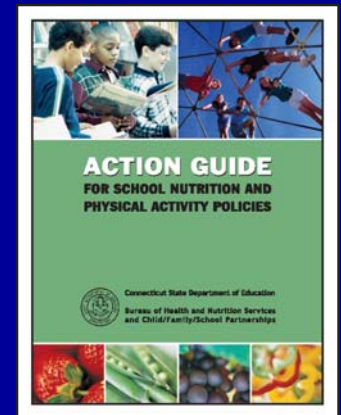
- Professional Development for Teachers *page 52*
- Educational Reinforcement *page 53*
- Staff Awareness *page 54*
- Staff Members as Role Models *page 55*



Action Guide Sections with Resources on *Building Awareness and Support*

Section 6 Other School-Based Activities to Promote Student Wellness

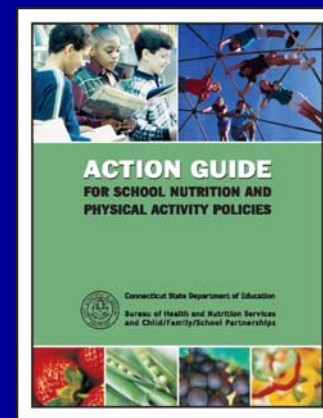
- Training for Food Service Staff Members
page 124
- Staff Wellness *page 128*



Action Guide Sections with Resources on *Building Awareness and Support*

Section 7 Communication and Promotion

- Consistent Health Messages *page 138*
- Engaging Families *page 139*
- Engaging Students *page 140*
- Partnering with Community Organizations *page 141*
- Food Marketing in Schools *page 143*
- Media *page 144*



Steps for Creating Local Policy

Step 7:

Adopt and
implement the
policy

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Step 7: Adopt and implement the policy

- **Adopting** the policy means having the Board of Education officially adopt the policy
- **Implementing** the policy refers to the development of a plan on how the policy's criteria will be met
 - All at once
 - Phased in over a period of time



Adopt and Implement: Keys to Success

- Planning and management
- Communication
- Promotion

Critical to inform, educate and build support for adopting and implementing school policies throughout the process



Steps for Creating Local Policy

Step 8:

Maintain, measure
and evaluate

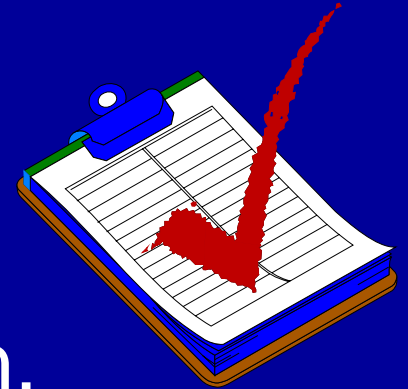
Section 8 Measurement and Evaluation

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Step 8 Maintain, Measure and Evaluate

- The process is ongoing
- A person must be designated to oversee the implementation, measurement and evaluation phase
- Periodic assessment of how your School Wellness Policy is going
- Based on this evaluation, the Policy may need to be updated or amended



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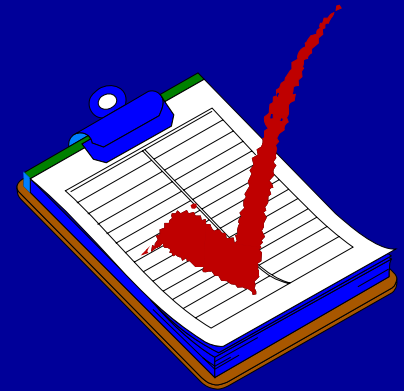
Evaluation Methods

- Determined locally based on the policy components
- Can include data/descriptions of any relevant changes in nutrition and physical activity in the district using a variety of methods
 - ✓ student, staff and parent surveys
 - ✓ collection of quantitative data regarding school nutrition and physical activity programs and practices



Evaluation Methods

- Document changes that result from policy implementation, such as



- ✓ Student health trends, e.g., fitness tests, nutrition status
- ✓ Time spent on physical activity
- ✓ Nutrition education programs conducted
- ✓ Financial impact, e.g., cafeteria a la carte sales, vending machines, fundraisers and school stores

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Process Evaluation

- assesses whether a *program was implemented and operated* as intended
- addresses questions of “*why*” and “*why not*”
- indicators include contrasting *actual and planned* performance
- identifies whether nutrition and physical activity policies are being implemented *as planned*



Why is process evaluation important?

- We often want to know **outcomes**
- But outcomes do not tell us
 - ✓ What we did
 - ✓ When we did it
 - ✓ Who was reached
 - ✓ How many people or schools were reached
 - ✓ Quality of the activities



Process Evaluation *Sample Indicators*

- Number of students reached/impacted
- Number of teachers/staff members reached/impacted
- Quality of services
- Cost of implementation
- Revenues generated from healthy foods sold at school
- Changes in health and physical education curriculums
- Changes in time spent on physical education and recess
- Changes in before- and after-school physical activity opportunities
- Staffing for services or programs
- Meal participation rates for school breakfast and lunch
- Number/percent of foods that meet nutrition standards
- Number of people reached through education efforts
- Number of activities/meetings/events
- Number of classes/training sessions/workshops conducted

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Outcome Evaluation

- Assesses the **results** or **impact** of a program on the participants, such as
 - ✓ students' health status
 - ✓ absenteeism
 - ✓ dropout rates
- Represents a **change** that occurs as a result of the program, such as
 - ✓ knowledge
 - ✓ attitudes and beliefs
 - ✓ behavior
 - ✓ skills
 - ✓ risk or protective behaviors
 - ✓ life condition



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Outcome Evaluation *Sample Indicators*

- Student fitness tests (e.g., percent of students passing all four Connecticut Physical Fitness Assessments, percent of students passing the national Physical Best Challenge)
- Student Body Mass Index (BMI)
- Changes in student food choices (e.g., increased consumption of fruits and vegetables)
- Children's nutrition status (e.g., prevalence of health conditions such as obesity, tooth decay, iron-deficiency anemia, diabetes)



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Activity 3 *Evaluation*



1. Designate team recorder
2. Identify **at least two strategies** your team can use to evaluate the policy component selected in Activity 1
3. Share strategies with entire group

Questions???



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Bureau of Health and Nutrition Services and Child/Family/School Partnerships
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